

Discovery School of Lancaster

302 West Dunlap Street
Lancaster, South Carolina 29720

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 108 Students | |
| Principal | Tom McDuffie | 803-285-8430 |
| Superintendent | Patricia K. Burns | 803-286-6972 |
| Board Chair | Lisa T. Bridges | 803-286-6972 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 17 | 4 | 0 | 0 | 0 |

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Excellent | Good | N/A |
| 2003 | Excellent | Good | Yes |
| 2004 | Excellent | Good | Yes |
| 2005 | Excellent | Excellent | Yes |

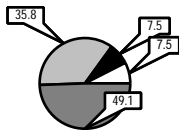
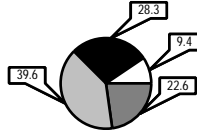
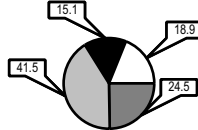
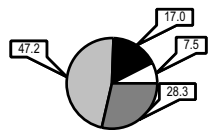
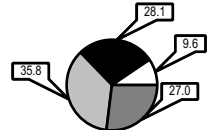
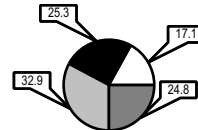
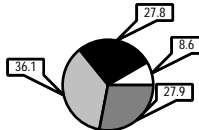
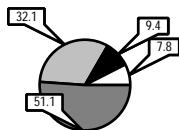
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 54 | 100.0 | 7.5 | 35.8 | 49.1 | 7.5 | 60.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 29 | 100.0 | 6.9 | 44.8 | 44.8 | 3.4 | 51.7 | | |
| Female | 25 | 100.0 | 8.3 | 25.0 | 54.2 | 12.5 | 70.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 36 | 100.0 | 2.8 | 38.9 | 47.2 | 11.1 | 61.1 | I/S | I/S |
| African American | 17 | 100.0 | 18.8 | 31.3 | 50.0 | 0.0 | 56.3 | I/S | I/S |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 50 | 100.0 | 6.1 | 38.8 | 49.0 | 6.1 | 63.3 | | |
| Disabled | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 54 | 100.0 | 7.5 | 35.8 | 49.1 | 7.5 | 60.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 54 | 100.0 | 7.5 | 35.8 | 49.1 | 7.5 | 60.4 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Full-pay meals | 54 | 100.0 | 7.5 | 35.8 | 49.1 | 7.5 | 60.4 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 54 | 100.0 | 9.4 | 39.6 | 22.6 | 28.3 | 73.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 29 | 100.0 | 10.3 | 41.4 | 24.1 | 24.1 | 75.9 | | |
| Female | 25 | 100.0 | 8.3 | 37.5 | 20.8 | 33.3 | 70.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 36 | 100.0 | 5.6 | 38.9 | 22.2 | 33.3 | 80.6 | I/S | I/S |
| African American | 17 | 100.0 | 18.8 | 43.8 | 18.8 | 18.8 | 56.3 | I/S | I/S |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 50 | 100.0 | 8.2 | 38.8 | 24.5 | 28.6 | 73.5 | | |
| Disabled | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 54 | 100.0 | 9.4 | 39.6 | 22.6 | 28.3 | 73.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 54 | 100.0 | 9.4 | 39.6 | 22.6 | 28.3 | 73.6 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Full-pay meals | 54 | 100.0 | 9.4 | 39.6 | 22.6 | 28.3 | 73.6 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 54 | 100.0 | 18.9 | 41.5 | 24.5 | 15.1 | 39.6 |
| Gender | | | | | | | |
| Male | 29 | 100.0 | 13.8 | 51.7 | 17.2 | 17.2 | 34.5 |
| Female | 25 | 100.0 | 25.0 | 29.2 | 33.3 | 12.5 | 45.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 36 | 100.0 | 13.9 | 44.4 | 25.0 | 16.7 | 41.7 |
| African American | 17 | 100.0 | 31.3 | 31.3 | 25.0 | 12.5 | 37.5 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 50 | 100.0 | 18.4 | 40.8 | 24.5 | 16.3 | 40.8 |
| Disabled | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 54 | 100.0 | 18.9 | 41.5 | 24.5 | 15.1 | 39.6 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 54 | 100.0 | 18.9 | 41.5 | 24.5 | 15.1 | 39.6 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Full-pay meals | 54 | 100.0 | 18.9 | 41.5 | 24.5 | 15.1 | 39.6 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 54 | 100.0 | 7.5 | 47.2 | 28.3 | 17.0 | 45.3 |
| Gender | | | | | | | |
| Male | 29 | 100.0 | 10.3 | 44.8 | 20.7 | 24.1 | 44.8 |
| Female | 25 | 100.0 | 4.2 | 50.0 | 37.5 | 8.3 | 45.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 36 | 100.0 | 5.6 | 38.9 | 33.3 | 22.2 | 55.6 |
| African American | 17 | 100.0 | 12.5 | 68.8 | 12.5 | 6.3 | 18.8 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 50 | 100.0 | 6.1 | 46.9 | 30.6 | 16.3 | 46.9 |
| Disabled | 4 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 54 | 100.0 | 7.5 | 47.2 | 28.3 | 17.0 | 45.3 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 54 | 100.0 | 7.5 | 47.2 | 28.3 | 17.0 | 45.3 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Full-pay meals | 54 | 100.0 | 7.5 | 47.2 | 28.3 | 17.0 | 45.3 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 18 | 100.0 | N/A | 22.2 | 55.6 | 22.2 | 77.8 |
| | 4 | 18 | 100.0 | 5.6 | 50.0 | 44.4 | N/A | 44.4 |
| | 5 | 18 | 100.0 | 11.1 | 50.0 | 38.9 | N/A | 38.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 18 | 100.0 | 5.9 | 23.5 | 58.8 | 11.8 | 70.6 |
| | 4 | 18 | 100.0 | 5.6 | 22.2 | 61.1 | 11.1 | 72.2 |
| | 5 | 18 | 100.0 | 11.1 | 61.1 | 27.8 | 0.0 | 27.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2004 | 3 | 18 | 100.0 | N/A | 50.0 | 38.9 | 11.1 | 50.0 |
| | 4 | 18 | 100.0 | 5.6 | 44.4 | 38.9 | 11.1 | 50.0 |
| | 5 | 18 | 100.0 | 5.6 | 55.6 | 27.8 | 11.1 | 38.9 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2005 | 3 | 18 | 100.0 | 11.8 | 47.1 | 29.4 | 11.8 | 41.2 |
| | 4 | 18 | 100.0 | 5.6 | 33.3 | 27.8 | 33.3 | 61.1 |
| | 5 | 18 | 100.0 | 11.1 | 38.9 | 11.1 | 38.9 | 50.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 18 | 100.0 | 17.6 | 47.1 | 35.3 | 0.0 | 35.3 |
| | 4 | 18 | 100.0 | 11.1 | 50.0 | 16.7 | 22.2 | 38.9 |
| | 5 | 18 | 100.0 | 27.8 | 27.8 | 22.2 | 22.2 | 44.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 18 | 100.0 | 5.9 | 35.3 | 47.1 | 11.8 | 58.8 |
| | 4 | 18 | 100.0 | 0.0 | 50.0 | 22.2 | 27.8 | 50.0 |
| | 5 | 18 | 100.0 | 16.7 | 55.6 | 16.7 | 11.1 | 27.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|------------------------------|---|---------------------------------|
| Students (n= 108) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 98.3% | 100.0% |
| Retention rate | 0.0% | No change | 2.2% | 3.0% |
| Attendance rate | 98.0% | Up from 97.7% | 96.9% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | No change | 1.3% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | No change | 1.3% | 3.2% |
| Eligible for gifted and talented | 55.6% | Down from 57.4% | 30.1% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 0.9% | Up from 0.0% | 6.1% | 8.2% |
| Older than usual for grade | 0.0% | No change | 0.1% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 8) | | | | |
| Teachers with advanced degrees | 37.5% | Down from 62.5% | 60.0% | 52.6% |
| Continuing contract teachers | 50.0% | Down from 75.0% | 87.8% | 83.3% |
| Highly qualified teachers | 75.0% | Down from 85.7% | 93.0% | 93.5% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 16.7% | 0.0% | 0.0% |
| Teachers returning from previous year | 61.4% | Down from 82.2% | 89.0% | 87.0% |
| Teacher attendance rate | 97.5% | Up from 97.1% | 95.5% | 95.0% |
| Average teacher salary | \$34,415 | Down 15.7% | \$44,646 | \$41,703 |
| Prof. development days/teacher | 24.7 days | Up from 16.1 days | 13.9 days | 12.8 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.0 to 1 | No change | 20.2 to 1 | 18.8 to 1 |
| Prime instructional time | 92.4% | Up from 92.0% | 90.7% | 89.8% |
| Dollars spent per pupil* | \$5,287 | Down 3.4% | \$6,245 | \$6,242 |
| Percent of expenditures for teacher salaries* | 77.5% | Down from 78.1% | 68.0% | 65.8% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | No | No change | Yes | Yes |
| Character development program | Good | No change | Excellent | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | 82.6% | | 89.4% | |
| Highly qualified teachers in high poverty schools | 55.3% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | Yes | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Students, parents, faculty, and staff celebrated Discovery School's fifth year of operation as a public charter school this past year. During the 2004-05 school year, all stakeholders at our school renewed their focus on the key components of Discovery school's mission and vision. Those key components include application of multiple intelligences theory, application of current brain research related to teaching and learning, integration of Core Knowledge curriculum with state academic standards, increased parental involvement, creation of personal education plans for all students, use of authentic assessments, inclusion of foreign language instruction, effective deployment of a system of positive discipline, and implementation of strategies and methodologies used by teachers of gifted and talented students.

Positive results at our school are seen in every classroom. Students are actively engaged in the learning process and are at the heart of decisions made by faculty, staff, leadership team members, and the school's governing board. Multiple indicators are used to evaluate program effectiveness, and student, parent and teacher satisfaction. Student performance and parental involvement are consistently high.

Specific accomplishments during the past school year include the following: received the Palmetto Gold Award from the SC Department of Education; met the Adequate Yearly Progress goal of the federal No Child Left Behind legislation; received an Excellent rating on the school report card from the previous year; sponsored a conference on implementation of the Core Knowledge curriculum; involved the community in a celebration of National Charter School Week; provided professional development for dozens of teachers throughout the school district; and assisted with the planning phase of new charter schools in the state.

School year 2004-05 was a busy one for those involved with Discovery School of Lancaster County. We appreciate the support shown to us by our parents, our school district, and our community. We are proud of the accomplishments of our students and faculty members and we look forward to even greater successes during school year 2005-06.

Tom McDuffie, Site Manager

Mike Lucas, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 8 | 18 | 18 |
| Percent satisfied with learning environment | 100.0% | 77.8% | 94.4% |
| Percent satisfied with social and physical environment | 100.0% | 83.3% | 94.4% |
| Percent satisfied with school-home relations | 100.0% | 83.3% | 94.4% |

*Only students at the highest elementary school grade level at this school and their parents were included.